



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)
ID: 11241332
District: Orrington School Department
School: Center Drive School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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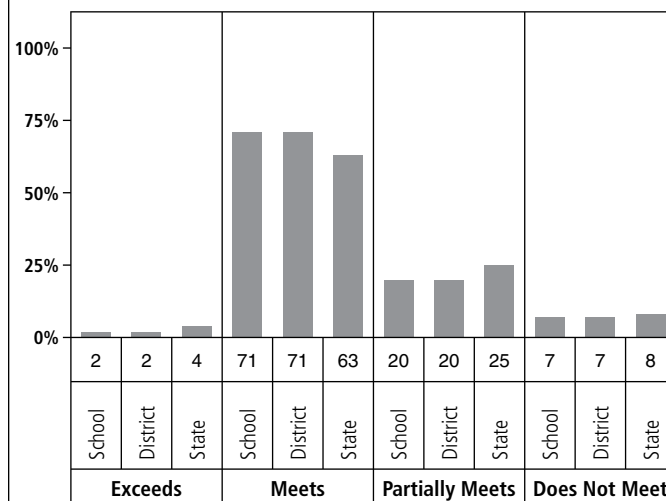
SUMMARY OF SCORES

Date: March 2007
Grade: 4
District: Orrington School Department
School: Center Drive School

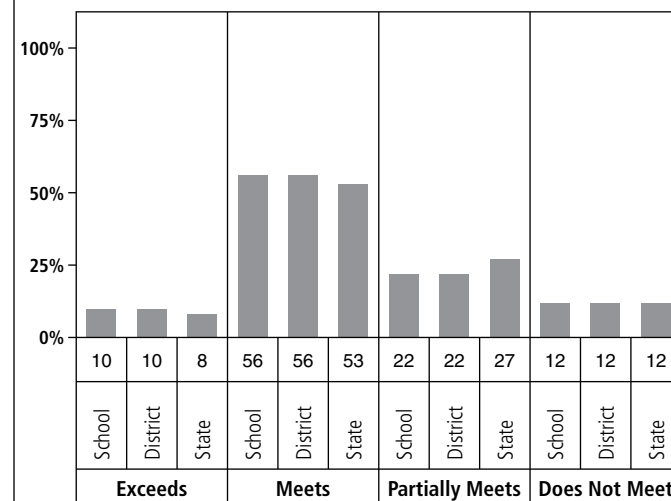
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	444	444	444
2006–2007	447	447	445
Cum. Avg. *	445	445	444
Mathematics			
2005–2006	441	441	444
2006–2007	445	445	445
Cum. Avg. *	443	443	444
Science & Technology			
2005–2006	443	443	444
2006–2007	444	444	444
Cum. Avg. *	443	443	444

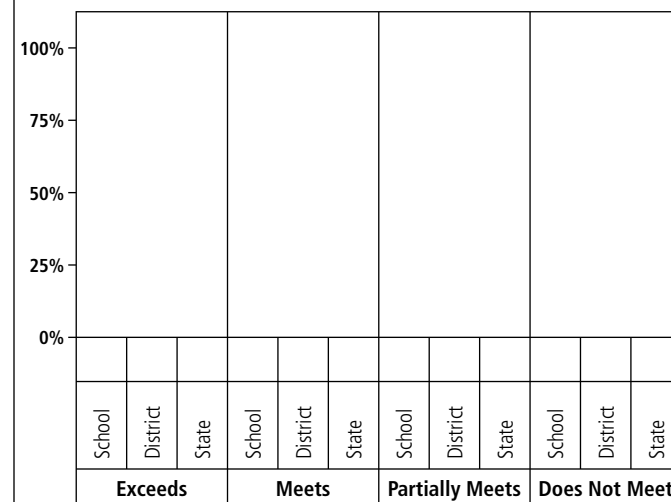
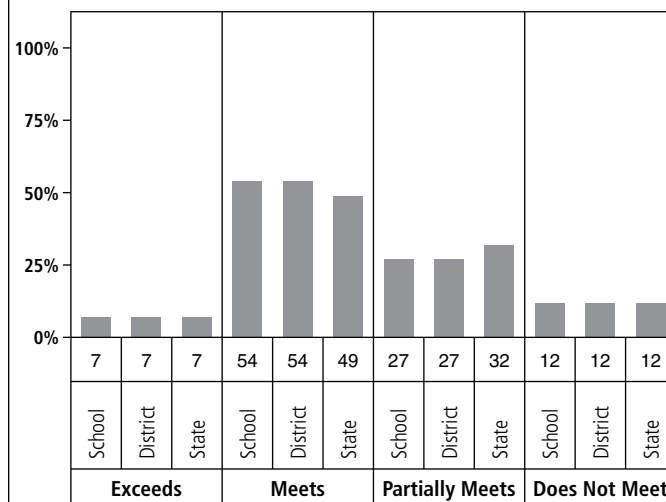
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
								ELA-Reading						Mathematics						Science and Technology															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		41	100	41	100	14184	100	41	100	41	100	14078	99	41	100	41	100	14078	99	41	100	41	100	14057	99										
Ethnicity	African American	0	0	0	0	391	3	0	0	0	0	385	99	0	0	0	0	387	99	0	0	0	0	377	97										
	American Indian/Native Alaskan	0	0	0	0	117	1	0	0	0	0	112	97	0	0	0	0	112	97	0	0	0	0	112	97										
	Asian/Pacific Islander	1	2	1	2	204	1	1	100	1	100	204	100	1	100	1	100	204	100	1	100	1	100	204	100										
	Hispanic	0	0	0	0	171	1	0	0	0	0	171	100	0	0	0	0	170	99	0	0	0	0	169	99										
	White	40	98	40	98	13295	94	40	100	40	100	13204	99	40	100	40	100	13203	99	40	100	40	100	13193	99										
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33										
Identified disability		6	15	6	15	2538	18	6	100	6	100	2508	99	6	100	6	100	2509	99	6	100	6	100	2502	99										
Current LEP		0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96										
Economically disadvantaged		8	20	8	20	5522	39	8	100	8	100	5468	99	8	100	8	100	5467	99	8	100	8	100	5450	99										
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	34	83	34	83	10869	77	34	83	34	83	10883	77	34	83	34	83	10890	77						
Identified disability (PET/IEP)	1	3	1	3	435	4	1	3	1	3	445	4	1	3	1	3	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	0	0	0	0	122	1	0	0	0	0	122	1	0	0	0	0	123	1						
Participation with accommodations	7	17	7	17	3019	21	7	17	7	17	3029	21	7	17	7	17	3014	21						
Identified disability (PET/IEP)	5	71	5	71	1897	63	5	71	5	71	1903	63	5	71	5	71	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	0	0	0	0	62	2	0	0	0	0	62	2	0	0	0	0	61	2						
Other	2	29	2	29	941	31	2	29	2	29	924	31	2	29	2	29	925	31						
Participation through alternate assessment (PAAP)	0	0	0	0	180	1	0	0	0	0	166	1	0	0	0	0	153	1						
Identified disability (PET/IEP)	0	0	0	0	175	97	0	0	0	0	161	97	0	0	0	0	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	0	0	0	0	89	1	0	0	0	0	87	1	0	0	0	0	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 4
District: Orrington School Department
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	601	4
		1	2	1	2	507	4
		1	2	1	2	554	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 2006-2007 Cum. Avg.	29	63	29	63	7910	57
		29	71	29	71	8749	63
		29	64	29	64	8330	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 2006-2007 Cum. Avg.	13	28	13	28	3970	29
		8	20	8	20	3467	25
		11	24	11	24	3719	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 2006-2007 Cum. Avg.	4	9	4	9	1421	10
		3	7	3	7	1165	8
		4	9	4	9	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.2	67.1	32.2	67.1	31.0	64.6
Literary Text	24	50	17.4	72.5	17.4	72.5	16.4	68.3
Informational Text	24	50	14.8	61.7	14.8	61.7	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	1	2	29	71	8	20	3	7	447	41	2	71	20	7	447	13888	4	63	25	8	445
Ethnicity																						
African American	0										0						372	0	44	31	25	437
American Indian/Native Alaskan	0										0						110	1	49	34	16	441
Asian/Pacific Islander	1										1						200	4	66	22	9	446
Hispanic	0										0						166	0	51	37	12	441
White	40	1	3	28	70	8	20	3	8	446	40	3	70	20	8	446	13038	4	64	25	8	445
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	2	33	2	33	2	33	438	6	0	33	33	33	438	2332	1	34	41	25	438
No	35	1	3	27	77	6	17	1	3	448	35	3	77	17	3	448	11556	4	69	22	5	447
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
Economically disadvantaged																						
Yes	8	0	0	3	38	2	25	3	38	439	8	0	38	25	38	439	5368	1	52	33	14	442
No	33	1	3	26	79	6	18	0	0	449	33	3	79	18	0	449	8520	5	70	20	5	447
Migrant																						
Yes	0										0						4					
No	41	1	2	29	71	8	20	3	7	447	41	2	71	20	7	447	13884	4	63	25	8	445
Gender																						
Female	13	1	8	6	46	5	38	1	8	445	13	8	46	38	8	445	6719	5	65	23	8	446
Male	28	0	0	23	82	3	11	2	7	447	28	0	82	11	7	447	7167	3	61	27	9	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1864	0	38	44	18	439
No	41	1	2	29	71	8	20	3	7	447	41	2	71	20	7	447	12024	4	67	22	7	446
Gifted/talented program																						
Yes	17	1	6	14	82	2	12	0	0	453	17	6	82	12	0	453	402	19	80	0	0	457
No	24	0	0	15	63	6	25	3	13	442	24	0	63	25	13	442	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	45	33	21	440
B. less than one hour	66	0	0	22	81	4	15	1	4	448	66	0	81	15	4	448	76	4	64	24	7	446
C. one to two hours	29	1	8	6	50	4	33	1	8	444	29	8	50	33	8	444	18	4	65	24	7	446
D. more than two hours	5	0	0	1	50	0	0	1	50	437	5	0	50	0	50	437	2	3	43	32	23	440
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	0	0	11	92	0	0	1	8	449	31	0	92	0	8	449	31	5	67	20	7	447
B. They match some of what I have learned.	51	1	5	14	70	4	20	1	5	447	51	5	70	20	5	447	51	3	67	24	6	446
C. They match just a little of what I have learned.	15	0	0	3	50	2	33	1	17	441	15	0	50	33	17	441	13	1	49	34	15	441
D. There is no match.	3	0	0	0	0	1	100	0	0	432	3	0	0	100	0	432	5	1	37	39	22	439
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	46	1	5	13	68	3	16	2	11	447	46	5	68	16	11	447	36	6	70	17	6	448
B. good	44	0	0	15	83	2	11	1	6	447	44	0	83	11	6	447	49	3	63	27	7	445
C. fair	10	0	0	1	25	3	75	0	0	440	10	0	25	75	0	440	13	1	49	36	14	441
D. poor	0										0						2	0	32	38	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	10	0	0	1	25	2	50	1	25	441	10	0	25	50	25	441	16	1	47	35	17	441
B. about the same as my regular schoolwork	68	1	4	21	78	4	15	1	4	448	68	4	78	15	4	448	61	4	67	23	6	446
C. easier than my regular schoolwork	23	0	0	7	78	2	22	0	0	447	23	0	78	22	0	447	23	3	64	24	8	445
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	18	0	0	4	57	2	29	1	14	443	18	0	57	29	14	443	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	51	0	0	13	65	6	30	1	5	446	51	0	65	30	5	446	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	31	1	8	10	83	0	0	1	8	450	31	8	83	0	8	450	36	6	71	17	6	448
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	7	100	0	0	0	0	451	17	0	100	0	0	451	18	6	66	21	7	447
B. 20 minutes to an hour	63	1	4	17	65	6	23	2	8	447	63	4	65	23	8	447	55	4	67	22	6	446
C. less than 20 minutes	12	0	0	4	80	0	0	1	20	444	12	0	80	0	20	444	14	1	57	29	13	442
D. I rarely read at home.	7	0	0	1	33	2	67	0	0	439	7	0	33	67	0	439	13	1	49	36	13	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	15	0	0	4	67	0	0	2	33	444	15	0	67	0	33	444	23	3	54	31	12	443
B. six to ten pages	17	0	0	4	57	3	43	0	0	445	17	0	57	43	0	445	26	3	63	26	8	445
C. eleven or more pages	68	1	4	21	75	5	18	1	4	447	68	4	75	18	4	447	51	4	68	21	6	447
Optional school/district question																						
A.	50	0	0	0	0	0	0	1	100	430	50	0	0	0	100	430						
B.	50	0	0	0	0	0	0	1	100	430	50	0	0	0	100	430						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 4
District: Orrington School Department
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	2	1	2	1294	9
	2006-2007	4	10	4	10	1054	8
	Cum. Avg.	3	7	3	7	1174	8
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	19	41	19	41	7000	50
	2006-2007	23	56	23	56	7394	53
	Cum. Avg.	21	48	21	48	7197	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	19	41	19	41	3784	27
	2006-2007	9	22	9	22	3729	27
	Cum. Avg.	14	32	14	32	3757	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	15	7	15	1894	14
	2006-2007	5	12	5	12	1735	12
	Cum. Avg.	6	14	6	14	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.1	67.3	10.1	67.3	10.1	67.3
Cluster 2: Shape and Size	14	29	8.5	60.7	8.5	60.7	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.6	72.0
Cluster 4: Patterns	14	29	9.1	65.0	9.1	65.0	8.9	63.6

Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	4	10	23	56	9	22	5	12	445	41	10	56	22	12	445	13912	8	53	27	12	445
Ethnicity																						
African American	0										0						381	2	33	31	34	435
American Indian/Native Alaskan	0										0						110	1	58	30	11	443
Asian/Pacific Islander	1										1						202	9	57	22	11	447
Hispanic	0										0						166	2	44	37	17	441
White	40	3	8	23	58	9	23	5	13	445	40	8	58	23	13	445	13051	8	54	27	12	445
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	1	17	2	33	3	50	430	6	0	17	33	50	430	2348	2	34	34	30	437
No	35	4	11	22	63	7	20	2	6	448	35	11	63	20	6	448	11564	9	57	25	9	446
Limited English proficient students																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
Economically disadvantaged																						
Yes	8	1	13	3	38	2	25	2	25	439	8	13	38	25	25	439	5379	3	44	34	19	440
No	33	3	9	20	61	7	21	3	9	447	33	9	61	21	9	447	8533	11	59	23	8	448
Migrant																						
Yes	0										0						4					
No	41	4	10	23	56	9	22	5	12	445	41	10	56	22	12	445	13908	8	53	27	12	445
Gender																						
Female	13	0	0	7	54	3	23	3	23	439	13	0	54	23	23	439	6727	7	53	27	13	444
Male	28	4	14	16	57	6	21	2	7	448	28	14	57	21	7	448	7183	8	54	26	12	445
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1872	1	32	42	25	436
No	41	4	10	23	56	9	22	5	12	445	41	10	56	22	12	445	12040	9	56	24	10	446
Gifted/talented program																						
Yes	17	4	24	11	65	2	12	0	0	455	17	24	65	12	0	455	402	42	55	2	0	461
No	24	0	0	12	50	7	29	5	21	439	24	0	50	29	21	439	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

QUESTIONNAIRE ITEMS	School										District						State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%		%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 66 29 5										0 66 29 5						5 76 18 2						439 445 445 438	
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	39 51 2 7									447 444 470 432	39 51 2 7						40 46 10 4						448 444 439 436	
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	41 44 12 2									451 444 436 434	41 44 12 2						37 46 14 2						449 444 440 435	
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 62 21									445 446 449	18 62 21						12 62 26						438 445 447	
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	18 40 40 3									448 447 445 408	18 40 40 3						21 37 34 8						442 445 446 442	
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	2 17 66 15									458 442 449 428	2 17 66 15						4 19 56 21						436 443 447 443	
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	5 34 49 12									431 442 448 451	5 34 49 12						8 27 40 25						438 443 446 447	
Optional school/district question A. B. C. D.	50 50 0 0									408 426 	50 50 0 0						408 426 							

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 4
District: Orrington School Department
School: Center Drive School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	2	1	2	751	5
	2006-2007	3	7	3	7	963	7
	Cum. Avg.	2	5	2	5	857	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	25	54	25	54	7251	52
	2006-2007	22	54	22	54	6824	49
	Cum. Avg.	24	55	24	55	7038	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	15	33	15	33	4514	32
	2006-2007	11	27	11	27	4382	32
	Cum. Avg.	13	30	13	30	4448	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	11	5	11	1458	10
	2006-2007	5	12	5	12	1735	12
	Cum. Avg.	5	11	5	11	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.9	65.8	7.9	65.8	7.6	63.3
Cluster 2: Physical Sciences	12	25	8.4	70.0	8.4	70.0	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	6.6	55.0	6.6	55.0	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	8.2	68.3	8.2	68.3	7.8	65.0

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 4
 District: Orrington School Department
 School: Center Drive School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	41	3	7	22	54	11	27	5	12	444	41	7	54	27	12	444	13904	7	49	32	12	444
Ethnicity																						
African American	0										0						371	2	29	39	30	435
American Indian/Native Alaskan	0										0						110	2	35	41	22	440
Asian/Pacific Islander	1										1						202	10	49	30	12	445
Hispanic	0										0						166	4	41	40	16	441
White	40	2	5	22	55	11	28	5	13	444	40	5	55	28	13	444	13053	7	50	31	12	444
Not Reported	0										0						2					
Identified disability																						
Yes	6	0	0	2	33	2	33	2	33	430	6	0	33	33	33	430	2353	3	33	39	25	438
No	35	3	9	20	57	9	26	3	9	446	35	9	57	26	9	446	11551	8	52	30	10	445
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
Economically disadvantaged																						
Yes	8	1	13	1	13	3	38	3	38	435	8	13	13	38	38	435	5370	3	41	37	19	440
No	33	2	6	21	64	8	24	2	6	446	33	6	64	24	6	446	8534	9	54	28	9	446
Migrant																						
Yes	0										0						4					
No	41	3	7	22	54	11	27	5	12	444	41	7	54	27	12	444	13900	7	49	32	12	444
Gender																						
Female	13	0	0	4	31	7	54	2	15	438	13	0	31	54	15	438	6720	7	48	32	13	443
Male	28	3	11	18	64	4	14	3	11	447	28	11	64	14	11	447	7182	7	50	31	12	444
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						1865	1	31	42	26	437
No	41	3	7	22	54	11	27	5	12	444	41	7	54	27	12	444	12039	8	52	30	10	445
Gifted/talented program																						
Yes	17	2	12	13	76	1	6	1	6	451	17	12	76	6	6	451	401	31	64	4	1	458
No	24	1	4	9	38	10	42	4	17	439	24	4	38	42	17	439	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 4
District: Orrington School Department
School: Center Drive School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	4	37	35	23	440
B. less than one hour	66	2	7	15	56	8	30	2	7	446	66	7	56	30	7	446	76	7	50	32	11	444
C. one to two hours	29	1	8	6	50	2	17	3	25	441	29	8	50	17	25	441	18	8	50	30	12	444
D. more than two hours	5	0	0	1	50	1	50	0	0	445	5	0	50	50	0	445	2	3	39	32	26	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	23	0	0	4	44	3	33	2	22	438	23	0	44	33	22	438	21	10	50	28	12	445
B. They match some of what I have learned.	53	1	5	13	62	6	29	1	5	446	53	5	62	29	5	446	49	7	51	32	11	445
C. They match just a little of what I have learned.	23	2	22	4	44	1	11	2	22	446	23	22	44	11	22	446	24	5	48	33	14	443
D. There is no match.	3	0	0	0	0	1	100	0	0	430	3	0	0	100	0	430	7	4	38	37	21	439
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	34	0	0	6	43	5	36	3	21	438	34	0	43	36	21	438	23	9	51	27	13	445
B. good	49	2	10	12	60	5	25	1	5	448	49	10	60	25	5	448	54	8	51	31	11	445
C. fair	17	1	14	4	57	1	14	1	14	445	17	14	57	14	14	445	20	4	46	37	14	442
D. poor	0										0						3	2	31	38	29	436
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	17	1	14	4	57	1	14	1	14	446	17	14	57	14	14	446	24	6	48	32	14	443
B. about the same as my regular schoolwork	71	2	7	16	55	8	28	3	10	445	71	7	55	28	10	445	61	8	50	31	11	445
C. easier than my regular schoolwork	12	0	0	2	40	2	40	1	20	439	12	0	40	40	20	439	15	7	48	31	14	443
How often do you have science classes?																						
A. every day	10	0	0	1	25	2	50	1	25	432	10	0	25	50	25	432	26	7	48	32	13	444
B. a few times a week	51	2	10	14	67	4	19	1	5	449	51	10	67	19	5	449	53	8	51	31	11	445
C. once a week	12	0	0	4	80	1	20	0	0	448	12	0	80	20	0	448	10	4	45	32	18	442
D. a few times a month	27	1	9	3	27	4	36	3	27	438	27	9	27	36	27	438	11	6	48	33	13	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	46	0	0	10	59	5	29	2	12	443	46	0	59	29	12	443	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	19	0	0	4	57	2	29	1	14	442	19	0	57	29	14	442	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	16	0	0	4	67	2	33	0	0	442	16	0	67	33	0	442	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	19	2	29	3	43	1	14	1	14	452	19	29	43	14	14	452	24	9	54	27	10	446
Optional school/district question																						
A.	50	0	0	0	0	0	0	1	100	412	50	0	0	0	100	412						
B.	50	0	0	0	0	1	100	0	0	430	50	0	0	100	0	430						
C.	0										0											
D.	0										0											